The Church School Teacher

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

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COVER:

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The Church School Teacher

Vol. XX APRIL 1951 No. 4

In This Issue

By THE EDITOR

THIS ISSUE is a more or less *testimonial issue.* It is dedicated to the proposition that church schools and congregations have actually found *National Family Week* worth while, and therefore, that your church should observe the week, May 6-13.

Several months ago I asked our publishers for the names of some of the churches which ordered *National Family Week* materials last year. Selecting a few churches from the list, I asked their pastors to write something for you about last year's observance, and also about their plans for 1951. And that is part of what our April issue offers you.

But not all. There are articles by Dr. Adolph C. Streng, dean of Texas Lutheran College, and parish education district chairman of the American Lutheran Church; the Rev. Oscar E. Feucht, Secretary of Adult Education of the Missouri Synod Board for Parish Education, whose tract *Building the Christian Home* is reviewed in this issue; Pastor Raymond C. Swanson, member of the Augustana Board of Parish Education, and delegate to last summer's Lake Geneva workshop on the *Church and the Home;* and others. Almost everything hews to the line.

This issue should be read by parents. Please pass your copy along.

National Family Week

National Family Week is in May, beginning May 6, and ending Sunday, May 13, on Mother's Day. So this early notice gives pastors and church school staffs opportunity to order materials early and to make plans for promoting the week.

Who will start the machinery in your congregation? If *National Family Week* has not been ob-

served in your church, it is your responsibility, reader, to get it started. If it has been observed, it is up to you to help make the 1951 effort more effective. Remember that the week is a *national* week which other churches will be observing, too. Co-operation with these churches will make possible better publicity in your community. Work with your pastor and church council.

Suggestions

Here are some suggestions:

1. Secure *National Family Week* literature. Your pastor Sunday school superintendent, and parish worker have been supplied with samples. Materials may be ordered from your publication house.

2. Have a special committee for planning the week. Let them be selected by the church council. Include in this committee key parents and members of the Sunday school staff. Select the literature desired, plan the events for the week, and allocate responsibility.

3. Give the week early and continuous promotion.

Pages of Power

Each year the International Council of Religious Education publishes for National Family Week a booklet of eight daily devotions entitled *Pages of Power.* This year the booklet carries the subtitle: *Parents-Children-God.* At five cents a copy, this excellent booklet is inexpensive enough for general distribution to the membership of the church, and to non-churched parents of children in our Sunday schools. The booklet is available through your publishing house.

The cover for this issue is a photograph of the Lutheran Intersynodical Committee on Parish Education, which held its annual meeting in Columbus, Ohio, February 8-9. Our only excuse for using it on a *family issue,* is that it is *news* and that it shows the fine *family spirit* among the boards of parish education.

Should you like to identify us, we are:

Standing: O. E. Feucht, Missouri Synod; C. C. Madsen, UELC; L. H. Westberg, Augustana.

Seated: Theodore K. Finck, ULCA; R. A. Vogeley, ALC; S. White Rhyne, ULCA; Victor E. Beck, Augustana; A. C. Mueller, Missouri; Elmer Effefson, ELC; G. H. Doermann, ALC.

From Your Director

By PASTOR L. H. WESTBERG
Augustana Lutheran Church

THE *Triple T Program* is moving along successfully. You will remember that the *Triple T Program* (Teacher Teach Teacher) is the Board of Parish Education plan to multiply the effects of the *training-by-demonstration* method. During the past two years in the majority of our conferences we have held in co-operation with the Conference commissions on parish education workshops to demonstrate to church school teachers, first, *how to prepare Sunday school lessons,* and second, *how to teach these* lessons.

How Triple T Works

The workshops were acclaimed by Sunday school teachers as practical. And the teachers asked us to make them available to more teachers than could possibly attend an annual Conference-wide workshop. *The Triple T Program* is the answer to this request. This is how it works:

1. Each Conference commission selects a small group (15 to 30) of capable teachers within the Conference—teachers who will qualify for demonstration teachers. These persons are brought together and schooled in the workshop technique by a staff sent from the Board of Parish Education.

2. Workshops are then scheduled in the Districts, in metropolitan areas, and in local congregations. These workshops are staffed by the demonstration teachers trained at the Conference demonstration schools.

On the Way!

As simple as that! By the time this issue is printed the *Triple T Program* will be operating in the following Conferences: Nebraska, California, Columbia, Kansas, Minnesota, New England, and New York. And within a month Iowa, Superior, and Illinois will be under the plan.

The success of the *Triple T Program* will depend, finally, on the promotion given the workshops in the local congregations, districts and cities. That means your Sunday school staff must see to it that you have a workshop. Re-

member, you can ask your Conference Commission on Parish Education to recommend demonstration teachers for the following departments: Beginner, Primary, Junior, and Intermediate. In addition the Commission will recommend a leader for Bible doctrine discussion hours for your workshop.

Leadership Education Audio-Visuals

Conference Commissions in cooperation with the Board of Parish Education also are urging the use of the Leadership Education Audio-Visuals in local Sunday school teachers' meetings. These ten filmstrips, with accompanying phonograph records and leaders' guides, have been produced to help recruit and train teachers and leaders. Most Conference Commissions on Parish Education have made these audio-visuals available for rental to congregations within their respective Conferences. Pastors and Sunday school superintendents have been notified where they can order them, either for purchase or rental.

A good program for your Church school teachers this year would be to:

1. Attend a workshop.
2. Use the Leadership Audio-Visuals for ten monthly Sunday school teachers' meetings.

Conference Commission on Parish Education

With the renewed emphasis on the activity of the Conference Commissions, teachers will want to know who are the members of their Conference Commission. Space does not permit listing all sixty-two commissioners within the Church. But we shall list the chairmen below:

California: Rev. A. G. Fjellman, 7929 De Garmo, Sun Valley, Calif.

Canada: Rev. G. Uno Lundmark, 303 Furby St., Winnipeg, Man., Canada.

Columbia: Rev. H. George Randolph, 2800 N. Commercial Ave., Portland 12, Oregon.

Illinois: Rev. O. V. Anderson, 303 N. Spring Ave., La Grange, Ill.

Iowa: Rev. K. Luther Hedeen, 6401 Chippewa St., St. Louis 9, Mo.

Kansas: Rev. Wymore Goldberg, 115 N. Elm St., McPherson, Kans.

Minnesota: Rev. J. Walton Kempe, Center City, Minn.

Nebraska: Mr. G. A. Lippert, 1845 Ninth St., Wahoo, Nebr.

New England: Rev. Fred J. Benson, 144 Center St., Meriden, Conn.

New York: Rev. Clarence A. Leslie, 212 Dawson St., Kane, Pa.

Red River Valley: Rev. Walfred E. Nelson, 1202 Third St. N., Fargo, No. Dak.

Superior: Rev. Clifford C. Peterson, Gladstone, Mich.

Texas: District chairmen: Rev. R. E. Carlson, 404 Hemphill, Fort Worth; Rev. A. W. Almquist, R. R. 3, Manor; Rev. Lester K. Larson, Lyford.

Deaconess Month

Those of you who have visited Immanuel Deaconess Institute at Omaha, Nebraska, will need no urging to promote *Deaconess Month* in your church school. But to those of you who have not seen Immanuel I write these paragraphs.

In one of the attractive tracts prepared for the month, Sister Myrtle Anderson writes: "I guess the biggest task anyone of us has is to bring Christ's love to those who need it." That precisely is what the Immanuel Deaconess Institute is training our deaconesses to do. And that precisely is what the Institute is doing while training deaconesses.

To Immanuel come young women from our Church—young women who want to dedicate their lives to *bringing Christ's love to those who need it.* And, at Immanuel these young women learn by doing. It is a thrilling story. *Deaconess Month* is an opportunity to know the story and to tell it to your church school and entire congregation.

The story is being sent to your pastor, Sunday school superintendent, and parish worker. It is being told through interesting picture posters, worship services, tracts and dime books. Our Board of Parish Education has helped edit all this material and commends it to you.

We hope you will use *Deaconess Month* to teach yourself and your congregation the story of this great work of our Church.

From Your Director

By PASTOR R. A. VOGELEY
American Lutheran Church

Something New

In many sections of the Church, Vacation School Clinics will be held after Easter. District committee members are making their plans for the number of Clinics to be held in each conference. To these clinics will be invited pastors and the leader of the vacation church school or the person responsible for the vacation church school, the superintendent or a member of the local Parish Education Committee. At these clinics helps and suggestions will be given for conducting a more effective vacation church school, to prepare adequately the teachers and helpers, and to look over the new Vacation Church School Series, *Our Lord's Prayer.* If you want further information about the clinics in your area, write to your District Chairman. They are as follows:

Rev. R. Konzelman, 163 Beverly St., San Francisco, Calif.

Rev. C. J. Daechsel, 170 Hochelaga St. W., Moose Jaw, Sask., Canada.

Rev. H. W. Moench, 1801 N. W. 28th St., Oklahoma City, Okla.

Rev. L. G. Sailer, (secretary), Medina, No. Dak.

Rev. R. Walther, 1420 Quarrier St., Charleston, W. Va.

Rev. E. Nelson, 304 E. Belle Ave., Rantoul, Ill.

Dr. John Hiltner, 209 Ninth St. N.W., Waverly, Iowa.

Rev. Elmer Melchert, 413 Locust St., Perrysburg, Ohio.

Rev. Arthur H. Schultz, 3211 Oliver Ave. N., Minneapolis, Minn.

Rev. George Grewenow, 810 W. Crockett St., Seattle, Wash.

Rev. Richard Hefner, 1734 Baird Ave., Portsmouth, Ohio.

Dr. Adolph C. Streng, Texas Lutheran College, Seguin, Texas.

Rev. W. Schlachtenhaufen, 207 State St., Ripon, Wis.

New Vacation School Series

The Wartburg Press will issue the last in its new Vacation Church School Series this year. Shortly after Easter you may secure the new lessons based upon

Our Lord's Prayer. Once again you may have your vacation school *for a purpose.* The aims of the course are two-fold. One is that the pupils attending the vacation school should learn more about prayer. The other is that they should be encouraged and inspired to pray more faithfully.

We are also hoping that through the clinics and through the use of the new material in 1951 the American Lutheran Church will have the best vacation church schools in its history. If you have never had a vacation school in your church, why not attend a clinic, and consider carefully the importance of the valuable additional hours of Christian education which you can offer to the children in your parish through a vacation church school.

Meetings for Administrators

Meetings for our Sunday school superintendents, officers, Parish Education Committee members, and pastors are being held in more and more areas throughout the American Lutheran Church. In many places the meeting will be held in April or in connection with the Spring Church School Association Rallies. For additional information about these meetings, write to your District Chairman or to the Board of Parish Education.

District Institutes

Do not forget that once again District Church Worker's Institutes are being planned by members of your District Committees. For more detailed information see the *Lutheran Standard* or the Parish Education *Briefs* and the next issue of THE CHURCH SCHOOL TEACHER.

Parish Education Questionnaire

The 1950 reports are literally pouring into the office at this time. We want to thank all of you who returned accurate reports. We realize that it takes a great deal of time, but through these reports we get a better picture of the Parish Education program and progress in the American Lutheran Church. It will take us, at the office, some months to compile the results of the returns.

Continue to move forward in Parish Education!

Forward in Parish Education!

"The child's first school is the family." *Froebel*

The Importance of Working With Families

By OSCAR E. FEUCHT

Secretary of Adult Education, Board for Parish Education
The Lutheran Church—Mission Synod

ONE of the most significant new emphases in education is the insistence on the part of topflight leaders that church and school must be taken back into the home if we are to have effective education. There is always the danger that when education is institutionalized the agency becomes a substitute for the home, and parents delegate their duties to teachers. But their responsibilities are untransferable. Every Christian teacher needs to rethink carefully the place which the Christian family must have in the educative process.

The importance of the Christian home can hardly be overestimated. The most important step which the church can take is a step into the home, for where the Son of God is in the house it is well with the family, the church, the community, and the nation.

The home is the foremost institution of God. It was established before there was government or state. It antedates even the church. God in creation made it the place where life was to be passed on from one generation to another, where worship was to be taught, and where the right ideals were to be implanted. The family exists not only to propagate physical life, but also to insert spiritual life into each new generation, and this must be done over and over again. It is interesting to notice that the history of the kingdom of God is told in terms of families in the Pentateuch, that Christ is found perhaps as often in the family circle as he is found in the corridors of the temple, and that the apostles insist that the first place true religion is to be practiced is in the household.

The family is the most potent teaching agency. The mother's heart is the schoolroom of the child. God impressed upon Moses that the children of Israel were to

teach their children diligently (Deut. 6). They were to do that in connection with the ordinary business of living, in the morning when they arose, in the evening when they retired, as they went into field or market place, as they visited friends and neighbors. According to this Biblical pattern it was through the parents that the child was to learn of God's love and care, and so get a sense of security; learn God's Word and truth, and so get a sense of authority; learn right from wrong, and so get a sense of morality; learn of mercy and grace, and so find forgiveness and acceptance with God; learn how to talk with God, and so get the highest privilege of which man is capable, namely, worship.

No Place Like Home

Religion is caught as well as taught, particularly in the home where children are under the continuous influence of adults, where an intimate relation between parents and children obtains. The home has an authority which no other institution possesses. Parents have the confidence of their children in a degree which no other person receives. In the home we have natural learning situations. The school sees the prim pupil and the church sees the Sunday child all dressed up, but the parents see all sides of the personality. The home has the child during the first years of life, which according to the psychologists are more important for the building of fine character than the four years which are spent later at college. Max Mason, a former president of the University of Chicago, said, "The whole educational system is trivial compared to the influence of the home in the most formative years."

Who Brought You!

The home is the chief evangelizing unit. Who brought you to the Saviour? Who taught you the first Bible stories? Who helped your lips phrase the first prayer? In most instances it was a Christian father and mother. It is completely unrealistic to think that a child or youth can change himself into a religious person if he must first overcome his own spiritual indifference as well as that of an indifferent father and mother. The seventeen to twenty million boys and girls of America not regularly under religious instruction are in that category largely because their parents have not taken them by the hand and led them to the house of God and into the presence of Jesus Christ, the Saviour.

It is the adult who controls the life of the child, and along with our child evangelism must come a program of parent evangelism. This is driven home effectively in a poem by an unknown author which begins with " 'Twas a *sheep,* not a lamb that strayed away, in the parable that Jesus told." One of the stanzas reads:

"For the lambs will follow the sheep, you know,
Wherever the sheep may stray;
When the sheep go wrong
It will not be long
Until the lambs are as wrong as they."

The home is the chief buttress of the church. You have, of course, noticed the buttresses between the windows of large churches which help to brace the walls. Families are like those buttresses. They strengthen the church. A church is usually as strong as the families which make up its membership. If those families recognize the sanctity of marriage, the high privilege of parenthood, the headship of Jesus Christ, the vital nature of worship; if they further cultivate the spirit of harmony and respect for personality, recognize the blessing of forgiveness, and are resigned to the will of God in all things, then the church has the type of working cells which give to it its real strength.

The family is also the cornerstone of the nation. Our crime bill in America mounts into the billions each year. If we take good care of the children in families they will take good care of themselves and good care of the nation. However, a child uncontrolled at three is likely to be an outlaw at twenty. It was J. Edgar Hoover who said, "If there is to be peace and happiness in our homes, then we as a nation must return to God and to the practice of daily family prayer. My hope for the future of this nation is predicated on the faith of God which is nurtured in the family."

Like Dikes

The family is also the best weapon against evil. About a year ago in the Red River Valley there was one of the greatest floods in its history. Thousands of inhabitants of Winnipeg were made temporarily homeless, but the city itself was largely saved through dikes and the use of sandbags which kept the water out. Our Christian families are like those dikes. They are the best preventive against godlessness, cursing, crime, immorality, hatred, and all the other expressions of vice so preva-

lent in our time. The home that stands firm on the Bible and teaches it faithfully to its children is the best protection we have against error and sin, and we shall resist atheistic communism, and demoralizing and despiritualizing secularism only as we go seriously at the task of strengthening Christian families.

The Transmitter

The chief transmitter of culture is also the home. Here we learn good manners, fine English, the love for music, art and good books, but here we also get our habits of prayer, churchgoing, and Bible reading. In fact it is chiefly the home that gives us our whole outlook on life. The home that transmits a Christian pattern of culture to its children is already planting the seeds for the better homes of tomorrow. The home that is not transmitting the right pattern is sowing the seeds of strife, divorce, and unhappiness.

Above all the home is the cradle of character. If we are to have dependability, scrupulous honesty, the joy of working with others, a radiant faith in Jesus Christ as Saviour, a vision of excellency, then it will be largely because Christian parents with toilsome training and corrective teaching have with the Word of God fashioned personalities according to the will of God in the foremost school, the Christian home. Says Samuel L. Hamilton of New York University, "Go through the traits that make up a beautiful personality and you will find in family life all the occasions and opportunities for their acquisition." Wesner Fallaw in *The Christian Century* of May 6, 1945, said. "The church which focuses on the entire family unit . . . is reaching the heart of the teaching task." There is remarkable unity among the most astute educators in regard to this point. They are urging the church to give more attention to helping parents do their job and less attention to acting as substitutes for them. They have put their findings into these words: "The home is the first and potentially the most important educational agency in moral and spiritual values."

What does all of this mean now for Sunday school teachers? It means that they must enlist the full co-operation of parents by enrolling the whole family in the church school, by consulting the parents in the setting up of the curriculum, by giving assignments to the parents rather than only to the child, and by estimating actual progress on the basis of a confer-

ence with mother and father. In family-life education a challenging new vista is opened to the Christian educator. Let the church show courage in making its educational program not only Christ-centered and Bible-based, but also Bible-directed and family-centered.

Family Life

By RAYMOND C. SWANSON
Pastor, Salem Lutheran Church, Flint, Mich.
Member, Augustana Board of Parish Education

"ONLY as the Church saves families within homes can the Church hope to save the world." This was the conviction of one of six work groups of the National Conference on the Education of Christian Parents which was held at Conference Point Camp, Lake Geneva, Wisconsin, July 16-22, 1950, sponsored by the International Council of Religious Education.

The purpose of the conference was to develop a national strategy for the Christian education of some fifteen million Protestant families and the evangelization of millions more of unchurched families. "The Church exists to spread the gospel," the work group's report continued, "The first and most important place where persons live together is the home. It is the training ground for their relations with other human beings in their community, their nation and their world. Therefore to accomplish its purpose of spreading the gospel of Jesus Christ, the Church must put the home at the center of its program. Its primary task must be the guiding and enriching of family living, based on faith in God."

Work Groups

For two hours each morning the conference delegation was divided into six simultaneous work groups which studied the following topics: 1. Christian Fellowship for All Families; 2. Developing the Community Through Church and Home; 3. Correlated State, City and Denominational Area Programs of Family Life Education; 4. The Function of Religion in the Family; 5. The Role of the Family in Developing Social Attitudes and Action; and 6. Organizing and Planning with Parent Groups in the Church.

Reports of the findings of each of these work groups were given on the final day of the conference. Another hour each forenoon and one hour each afternoon were given over to addresses and discussions. Dr. Ralph Bridgman of the Merrill Palmer School in Detroit addressed the delegation on the latest insights from the psychology of child development. In speaking of interpersonal relationships in the family he mentioned that as a boy or girl learns to live freely with, and show affection for, parents and brothers and sisters, he or she learns to be more at ease with all people of both sexes. The influence of family living was also illustrated by mentioning that seeing other members in the family respect one another's wishes and rights, the child learns the same: to become unselfish, to take responsibility, etc.

Tulips and Chrysanthemums

In speaking on "The Contribution of Religion to Family Unity," Dr. Leland Foster Wood, secretary, Department of Marriage and the Home, Federal Council of the Churches of Christ in America, stated that marriage is not only an affair of man and woman, but an affair with God, as indicated by the words of Scripture: "What *God* hath joined together." Marriage might be said to be triangle: man, woman and God. In this triangle God is not a competitor, but One who enriches the relationship between mates.

Further, marriage is not only an event or ceremony. It is a process, by which God joins this man and woman together. Dr. Wood emphasized that religion should not occupy only a small area, "God's Five Minutes," but should permeate all of family life. We must also recognize that there are differences in individuals. Parents should not make the mistake of the gardener who tries to make a tulip grow into a chrysanthemum, and is frustrated from the start.

Integrity

Ruth McAfee Brown of Princeton, New Jersey, addressed the group on the topic: "Informal Methods of Christian Nurture in the Home." She emphasized that the teaching parents do unawares, the unconscious teaching that goes on all the time, is the most important and permanent. She showed how this teaching combats secularism by replacing godlessness with godliness and Christian fortitude; how it builds the right Christian attitudes toward other races, other faiths, and other

nationalities; how it teaches personal integrity, for instance, not teaching a child to say he is five on the train when he is six. She illustrated how this informal method involves a twenty-four-hour example and atmosphere in the home.

As it makes a difference what air we breathe, so the atmosphere of the home must be conducive to Christian nurture. All conversation and discussion in the home, and the religious practices that express parental attitudes and convictions, are most important. Church leaders should therefore make parents aware of the importance of this, work out ways of nurturing them, and give them the proper tools to use.

Church Must Be a Family

Richard E Lentz, Director of Adult Work and Family Education of International Council of Religious Education, brought the closing address in which he urged "that the church should take into consideration all families, that churches should co-operate with community agencies having family life interests, that church leaders should become more realistic about the actual living conditions and patterns of family life in America, and that the church must be a family if it would speak to families."

The Family Camp

One interesting trend which was mentioned is that of the Family Camp. Several such camps have been held, where families come together to camp for a week, those at Dunkirk, New York; Troy, Missouri; and South Haven, Michigan, being named. As a church we have had Boys' Camps, Girls' Camps, and Youth or Luther League Camps for a number of years, but here is a new area which should be investigated. It provides an opportunity for the family to be knit together in study and recreation, in learning to do things as a family.

Lutheran Literature Needed

Helpful literature and films dealing with the Christian family are now being provided and can be used to advantage by the church in its educational work. However, as yet very little of this comes from Lutheran sources. It is a subject that our Church needs to study and provide material for.

The conference at Lake Geneva re-emphasized the importance of the family in the church and in the nation. The fact that such a conference was arranged and held shows that many are realizing the

need of doing something to help maintain wholesome Christian family life. This is something which as a church we need to realize in connection with our parish education program. Little can be accomplished in the training of children and youth if the family of which they are a part does not supplement and support the training given by the church school in the short time alloted to it each week.

By Our Fruits

What effect will it have to teach Johnnie honesty on Sunday if on Monday his mother, seeing a collector approaching the door, tells Johnnie to tell him that she is not at home? Or what will be accomplished by seeking to develop in pupils Christian attitudes toward God, parents, brothers and sisters, neighbors, other races, etc., if the influence of the home does the very opposite?

A Home Guard

How much more would be accomplished if the atmosphere of the home could be so fashioned that it will become conducive to Christian nurture. I was impressed by the statement of Walter Zimmerman of Germany at the World Institute of Christian Education in Toronto, that during the past four years fifteen thousand teachers have been trained in the Eastern Zone of Germany, some of whom will go into homes and teach parents how to teach Christian truths and Christian living to their children.

For the Whole Family

As National Family Week again approaches it affords us an opportunity to emphasize the part that the Christian family plays in our church and society. Too often we provide for the training of individual members of the family but provide nothing for the family as a whole. Some suggestions for emphasizing family life, such as Family-at-Home Night, Family Night at Church, etc., were given in THE CHURCH SCHOOL TEACHER a year ago. One church arranged for a family hour at five o'clock each Sunday afternoon for a number of months, where the families would eat together, fellowship together, and close by worshiping together. Our plans might include some of these, not only during Family Week, but throughout the year. It might also be possible to introduce for parents a short course in family living in the church school.

The rapid industrialization of our land during past decades, and

the change from rural to urban life has had its effect upon the family. The basic thesis of a book on *The Family* by Burgess and Locke might well be considered: "The family has been in a transition from an institution with famly behavior controlled by the mores, public opinion and law, to a companionship with family behavior arising from the mutual affection and consensus of its members." As the family emerges into freedom from social pressure which formerly exercised a considerable control, it needs the power of Christianity to sanctify its interrelationships and guide it into a harmonious and happy companionship.

Christian Character Is Homemade

By ROBERT EDLEN
Pastor, St. Marks Lutheran Church, Chicago, Ill.

LAST year our congregation observed National Family Week in a limited way. We plan to make more of it this year because we feel that this special week meets a critical need.

Fifty or seventy-five years ago the idea of a Family Week or Family Sunday would have seemed absurd. Every week was Family Week, and every Sunday was Family Sunday. The family worked, played and prayed together. But things have changed. One modern family, finding its personnel repeatedly scattered by outside demands, installed a bulletin board in the kitchen to facilitate communication between members of the elusive family circle!

The First Announcement

But it is primarily in the home that character is formed, and not least of all, Christian character. Hence the church has a stake in the well-being and happiness of the home, and so also, in National Family Week. Briefly, this is how we observed the week last year. Toward the end of April we announced that the second Sunday of May, Mother's Day, would be Family Sunday, when whole families should worship together. Our monthly church paper carried an article to the effect that too often Mother comes to church alone. Do not Dad and the children need to worship, too?

On the Sunday before Family

Sunday the National Family Week pamphlet called *God Works Through Homes* was distributed to each person. A tract published by the International Council of Religious Education especially for Family Week, it contained numerous suggestions for making the week a special one, for example, some *special family fun* or a new *table grace* or an extra act of *family kindness* to the newsboy or milkman.

Homey Homily

At worship on Family Sunday two church school boys proudly handed out the morning bulletins, two others took up the offering, and the children's choir sang. The sermon, worded perhaps in simpler terms than usual, had the title, *Christian Character Is Homemade*. After pointing out that homemade bread, by reason of the care taken in making it and the fine ingredients used, is superior to bakery-made bread, the sermon went on to say that there is no place like home for producing Christian character.

The sermon continued by asking what ingredients were most vital in a home which seeks to make Christian persons. One of these ingredients is consideration for others, for example, father realizing the monotony of housework, mother sensing father's frustrations at the office, parents recognizing their children's need for independence, children being aware of their parents' concern for them. Another ingredient is devotion to God, the priceless experience, which every family needs, of being a part of God's everlasting plan.

Attendance on this Sunday was more than twenty per cent higher than the average for the year, and we found people present who otherwise had seldom worshiped. Such a Sunday may serve as a particularly helpful arm of evangelization among those church school parents who are not church members.

Added Features for 1951

For this year we are planning several added features in our Family Week observance. We will hold a family pot-luck supper at church on Monday, at which occasion there will be several skits or demonstrations illustrating family table grace, family devotions, family music, and family fun. Recognition will be given to the couple married longest, to all couples married more than 25 years, to the

largest family present, and to the most recent newlyweds.

By coming early in the week the church Family Night will give families time to put into practice some of the ideas presented. Each household will be urged to set aside one evening during the week for a family-at-home-night, when each member of the family circle may make some definite contribution to the evening's activity, such as relating a story, suggesting a new game, or leading the family worship. (Tuning in TV will not count as an acceptable contribution in this case, although, to be sure, there are programs which can be an asset to family development.)

Film Strips

The Family Week theme can be elaborated upon in both women's and men's organizations which may be meeting at about this time. For such programs we have used two excellent film strips, "Do You Know Your Adolescents?" and "Family on Trial." Each of these, complete with 78rpm records to provide the narrative, may be rented for $2.50. Both of them are so designed as to be effective stimulants to group discussion. Consult your visual-aid catalogs for other materials on family life. Parents will also benefit from a literature table supplied with tracts and booklets dealing with the problems, and possibilities of family living. The International Council of Religious Education has an abundance of worth-while material.

It is the Eternal Father Himself who in His wisdom has caused us to dwell in families, and those who have tasted the gladness and security of a truly Christian home will testify that therein we are brought nigh to heaven itself. Let each congregation pledge itself to lead more families into this experience.

Seeds of the sequoia are among the smallest to be found in nature —6,875 weigh one ounce. Yet these tiny seeds grow to be a tree that weighs as much as 4,299,851 pounds. This means that the giant sequoia multiplies its seed weight over 472 billion times. A tremendous potential in a single seed! We need to awaken to the similar potential, but breathing and dynamic, in a single child.

A Program for Evangelism

By NELS E. BENGTSON
Pastor, Olivet Lutheran Church, Chicago

NATIONAL FAMILY WEEK has given to Olivet Church an integrated program of evangelism for the *unchurched* parents of children attending our Sunday school. In order for you to understand why we feel this way about it let me tell you something about our local *city-church* problems.

Responsibility and Plan

In the minds of our church council our responsibility for the spiritual welfare of the community falls into three divisions:

. The communicant members and their children, numbering 456.

. Church school children whose parents are not members, roughly 100 children and 200 parents.

. The unchurched children and adults in the community.

Each of these groups must be approached through the evangelism the church in a different way. t present the 68% of our chil- en in the church school whose arents are not members present e biggest problem. For we want these parents to be brought into the Christian way of life.

The church school staff is constantly faced with the second problem, *that 22% of our present enrollment will transfer this year to other communities.* This exodus has been experienced each year for the past five years. We want these children and their families to be ready to find new church homes in their new communities. But we also will need each year at least forty-five children to take their places. This means the constant promotion of good community-church relationships.

A Little Bit of Heaven

Lastly, we believe that we have missed our mission as a church school if the gospel we teach does not result in families converted to membership in the worshiping church.

With these objectives in mind we have chosen to suggest National Family Week to the church school families because it offers practical ideas for the building up of Christian life in the home,

recreational life of the home, and and on a level which every member can enjoy. The program also makes good suggestions as to how the family unit can be drawn toward the church.

Christian Life in the Home

Our experience is that most parents are interested in giving their children a wholesome atmosphere within the home. If the child is interested in Christ, the home will tend to follow that interest. Of course there are exceptions, for example, the children who regularly get up, make breakfast, and come to church school by their own initiative, while their parents sleep. But these are exceptions.

Devotional Suggestions

Pages of Power, the National Family Week devotional suggestions, has been a source of real help, and we have found many parents delighted with the guide. The person who has not made Bible reading and prayer a daily practice often appreciates down-to-earth suggestions on how to begin. Similar suggestions on how to play together and how to work together within the home have helped several families to find new common interests.

Tieing the Program to the Church

Three yearly events have been utilized to link this program with the church: The Father and Son Banquet, the Mother-Daughter Tea, and the Worship Service on Mother's Day. These meetings have given an indirect means for emphasizing the importance of spiritual fellowship in the church.

Initiating the Program

Because we had recently conducted a visitation to the home of each church school child, last year we simply mailed the National Family Week material to each family. However, we stressed the program through the church school, Scout organizations, childrens' choir, and adult meetings. The main channel for publicity of the week was the child. Many parents said that they would not have participated in the week if it had not been urged by the children.

Evaluation

In observing National Family Week we feel that we have done nothing more than ordinarily we would do to interest "our home mission field" in the church. But through National Family Week we were encouraged to urge others to share in the work, prayer, and

the worship life of the church. We can never do too much in that direction.

Measuring the results is difficult. In the evaluation we are forced to add up the intangibles.

First, National Family Week made an impression. That is a good sign in itself.

Stronger Spiritually

Second, some of the responses were favorable. Families said *grace* at meals for the first time. Families gathered at the *family altar* for the first time. Some no doubt gave up these good things, but some are still practicing them. A few have asked for additional devotional material. The families that participated will be stronger spiritually.

Third, we feel that our ties in the community were strengthened. Parents do appreciate spiritual interest in their welfare. They tell others about it. Their first reaction is to accept the Christian Way of Life for their children's sake. Later their children have an open road to teach their parents to accept it for their own needs.

Is National Family Week worth while? Yes, we feel it is worth while if for no other reason than that it periodically invites us all to do something practical about improving our Christian family life.

For the Family Circle

By C. RUDOLPH SEASTRAND
Pastor, Highlands Lutheran Church, Denver, Colorado

IN WRITING a brief description of the observance of National Family Week in our local parish and church, Highlands Lutheran, I believe it to be perhaps typical of many other churches. There is nothing spectacular nor demonstrative, yet there came to us an inspiration and a feeling of worth-whileness for having given this emphasis its rightful place.

It was on Sunday, May 7 last that we endeavored to follow through, and during the week to bring out those deep-rooted ties and human relationships which are basic and fundamental in establishing the family circle. Happiness, contentment, and stable influ-

ence can only come from a well-ordered family life where proper respect and co-operation and a true feeling of belonging springs from genuine and understanding parental love and mutual affection. Each family member regardless of age must be regarded as a person in his own right, and each one an individual, yet having so very much in common, both of privilege and responsibility.

Started with Mission Sunday

The usual Mission Story Sunday, the first Sunday of each month, happened to fall on this particular week. Here was a natural opportunity for appeal and approach to our Sunday school pupils, for we find the Mission Story Sunday a splendid feature in our monthly schedule. The morning worship continued the thought of the family, the Christian family, and a tie-in with the Fourth Commandment to honor, serve, obey, love, and esteem our parents.

Yes, there is a real flood of thought that surges forth to be exposed and told if one gives himself to emphasizing the tremendous significance of the family and child life under proper Christian nurture and care as God's Word would show us. Jesus, too, was a babe, born as any child having a human mother. He grew, developed through youth and teenage, to manhood under conscientious parental guidance and love. We remember that Jesus was also subject to His parents in His home in Nazareth.

The More the Merrier

In the evening of Monday the second day of this important week we had arranged a banquet for mothers and daughters, again a fine opportunity to bring out the relationship that is to be enjoyed between a mother and her daughter. Children can enjoy the special attention given to them by their parents as they are made to experience and see the closeness and kindly thoughtfulness that a true parent wants to reveal in actual demonstration in a living situation each day in their home activity.

It is true that each member enjoys home life as each shares and participates in the various duties for the welfare and happiness of the group, whether large or small. It can be definitely stated in this regard that the more the merrier. Was not your home spirit just that way? If not, make it so by entering into the observance of this National Family Week. Remem-

ber the family is the basic unit of the whole social structure.

Teachers' Meeting

Our Sunday school teachers' meeting on one evening proved a valuable opportunity to again stress the importance of our family privileges and its inherent continued responsibilities. Think how directly the home-life pattern affects the atmosphere complexion in our church schools on Sunday. How wonderful to have the support from the home, and from both father and mother. Truly the home is a co-operative affair, yielding great mutual dividends for life.

The week thus observed closed beautifully as it culminated in Mother's Day. Yes, a Christian wife and mother is the queen of the home. Think how the environmental pattern and its spirit becomes indelibly impressed upon the consciousness of the growing child. God has made it possible to have a little bit of heaven right here on earth. Father, mother and children are in the process of home building together for each other and are knit together in Christian love. Such memories later on in life are priceless and present a continual challenge to foster it for others. The pamphlets distributed at the previous worship service provided supplemental material for interesting reading by all members of the family.

Homeless Children Remembered

The evening of Mother's Day concluded with a splendid flannelgraph presentation of *Mothers of the Bible.* This was colorful and gripping, making for definite lasting impressions upon all present, even the children. A project also at this time was to have our Sunday school children think of other children who have no home such as we enjoy. Cards for our Conference Children's Home had been distributed, and thus our children were thinking of and helping other children less fortunate.

The plans for this year will run perhaps along similar lines. May we all in our individual family life experience be concerned in building together the great family of God. We are grateful to be counted as a child of the King because of His love and mercy. May our nation be strong because of God-fearing homes and families.

Self-analysis Chart for the Christian Family

By A. C. STRENG
Dean, Texas Lutheran College

THIS analysis chart is designed to be an educational tool for family improvement and not a means for gathering information. It desires to give parents and children an opportunity to check up on their own relationships in the home and compare these with certain Christian ideals of family living. Such an analysis should encourage the sincere child of God to strive toward building up and strengthening Christian family life. May God bless these humble efforts to His glory. If you must have a score for your family, credit yourself with two points for each ideal that you meet real well.

1. *Attitudes Toward Christian Home and Family Life*

"Next to God's Word, the world has not a more lovely and enduring treasure on earth than the holy state of matrimony, which God . . . has blessed above all stations, from which not only emperors, kings and all saints, but even the Eternal Son of God, though in a supernatural way, are born." MARTIN LUTHER.

1. We recognize the home as the basic and most beneficial institution created by the loving Triune God, before sin came into the world, for the welfare of mankind.

2. We live the conviction that one of the best ways by which Christians can serve God and man, their church, their nation, and one's world is by being deeply concerned about establishing and strengthening Christian homes.

3. It is our conviction that Christian families must be deeply concerned about receiving and providing much more instruction for Christian family living.

4. We believe that normal persons deeply desire to be of some value, to serve a purpose, to be of some "importance," to be loved. Christian family living offers the best possible means by which the greatest number of people can attain these basic satisfactions.

5. Each marriage partner lives he conviction that Christian marriage, according to the will of God, s an indissoluble union for life, nd each firmly desires to live with he other for better or for worse, ntil death parts them.

6. We aim to place the will of God and the welfare of His Kingdom first in our lives even if this may result in a domestic crisis.

7. We believe that children are he most precious gifts of God in he Christian family, and that living for their combined physical, ntellectual, emotional and spiritual welfare is one of the outstanding privileges in Christian life even f this means the sufferings of hardhips.

8. Worthy family love must not ead to selfishness whereby the nembers become so absorbed in amily loyalty that they neglect heir neighbors and the growth of he Kingdom of God. Family solidarity dare not become a means of racticing social cruelty.

Christian Home Relationships

"Show me a home in which husband and wife are devout children f God, in which sons and daughers are loyal disciples of Christ, in vhich the Spirit of the Lord fills he atmosphere, as it were, and I vill show you a paradise in miniature." O. A. Geiseman.

1. Christian love and companionship are natural between husband and wife, and each makes an honest effort to understand the other.

2. We aim persistently to create a home atmosphere in which harmony, kindness, and patience reign, realizing that the Christian happiness of each member will profoundly influence the peace of the whole group.

3. In his personal planning each member of the family gives consideration also to the welfare of the whole family group.

4. Husband and wife respect each other's individuality as well as areas of special ability and interest, and thus may well assign final authority accordingly, always remaining partners in a common endeavor.

5. When disagreements arise we try to settle them promptly, privately, and democratically. Forgiveness is genuine.

6. As parents we use moderate but steady discipline with our children, agreeing among ourselves on what the proper discipline will be.

7. When children are sufficiently mature, they are encouraged to have an active part in the discussion and solution of problems which confront the family.

To be concluded

Hints on Studying the Bible

By R. A. VOGELEY

(Continued from the February Issue)

Session IV

Deuteronomy 8 and Deuteronomy 11 reveal Moses pouring out his heart to his people. Remember how much he had done for them. Remember the years he had spent with them. Remember the hardships they had suffered together. The secret of his life is that he trusted God and served God and loved His people. This is one of the secrets of the success of your work as a teacher. If you love and serve God, if you remember your pupils in prayer, if you give yourself to them, you too know the secret. Now to the Book of Joshua.

It begins, "Now after the death of Moses . . . the Lord spake unto Joshua." You notice that although God's workmen die, God's work continues. Who is Joshua? If you do not know much about him, look up all the cross references. Note when Joshua's name is first mentioned. What did Joshua do as he served under Moses? How was he prepared for this work which he is now assuming? This chapter is one of the chapters church workers refer to frequently. If you were to give it a name what would you call it?

You have the answer to the question, "When," "after the death of Moses." Now answer the question, "Where?" Where are the people? They are on the wrong side of the river. They must get over to the Promised Land. They have been freed from the bondage of Egypt. They have been instructed. They know God's Laws. They know the various rites and sacrifices and observances. They have learned to trust and obey God. They are God's people. Now they are to become an established people. How? God through Joshua will lead them into their land. The signposts for this chapter carry the words, "Be strong and of good courage." How many reasons does it reveal? In verses 1 to 6 one reason is revealed why Joshua may be strong and of good courage. God is directing him to do a certain work. What is it? God is making a promise that He will be with Joshua as He had been with Moses. If we have a sense of mission, if we

are fulfilling that mission which God has commanded, we too may be strong and of good courage.

Verses 7 to 9 indicate another reason for strength and good courage. In the verse 7 he is told to "obey" God's command. He is "to observe to do according to all the law." Remember that we too have been commanded to teach them "to observe all that Christ has commanded." Naturally we must first "observe." If we do that we too shall prosper.

God's Word is to be studied. Joshua was to "meditate therein day and night." We are to study God's Word. We are to "seek first the kingdom of God." It was no easier to obey God then than it is to obey God now. If we need help we must not let His Word depart from us. He promised His presence to Joshua. Christ has promised to be with us always.

Verses 16 to 18 indicate another reason why Joshua could "be strong and of good courage." The people pledged their loyalty to him. Perhaps Joshua was a bit worried when he heard the words spoken in the 17th verse. But the people meant well. And so with a sense of mission, obeying God's will, studying God's Word, and cherishing God's presence, Joshua was strong and of good courage.

There are many sections in this book which should be studied in more detail in order to understand the next book of the Bible. However, we will turn to the last chapter.

Like Moses Joshua is preparing his people to continue their lives according to God's will. Compare this section with the closing days and acts of Moses. Use the Law of Proportion. Show how Joshua called the tribes together, but "they presented themselves before God." What principles have been repeated again and again in our study so far? We still need to say, "The Lord our God will we serve, and His voice will we obey."

Assignment

Review the Law of Relationship and the Law of Proportion.

Read Judges 1:1 to 3:15. Study 2:10 to 3:15 carefully according to the two Laws. What pattern is highlighted by the Law of Proportion?

Read the last two chapters of Judges for background, not only of the development of the nation and the situation of that time, but as additional background for reading the Book of Ruth.

To be continued

Books

Concordia Publishing House has issued *Building the Sunday School* by R. C. Rein. In 86 pages the author discusses topics like "Forming a Proper Concept" "Strengthening the Weak Places," "Preparing for Evangelism," "Co-operating with the Home," and "The Ideal Sunday School." He concludes with 30 pages of helpful material on securing Sunday school teachers, rules and regulations, and resource materials.

Although prepared primarily for the Lutheran Church, Missouri Synod, this book provides many helpful suggestions for our pastors, superintendents, and members of local Parish Education Committees.

For certain points on Sunday school objectives, grading, materials, organization, and teacher training, our readers should also refer to the American Lutheran Church's *Sourcebook of Parish Education.* Our Sunday school superintendents will find many helpful suggestions in this book. Several of the chapters could well be used as discussion topics at teachers' meetings.

This 60c volume is a good investment for many Sunday school libraries. R. A. Vogeley.

Building the Christian Home. By Oscar E. Feucht. Concordia Publishing House. 32 pp. Paper. 10 cents.

The Rev. Oscar E. Feucht, whose article appears in this issue, is a member of the staff of the Missouri Synod Board for Parish Education. Of special interest to him are *the home* and *the Bible class.* One would expect that something from his pen on the subject of the home would be worth reading. His recent thirty-two page booklet lives up to expectations.

Here are the topics Pastor Feucht covers: 1. When Is the Home Christian? 2. Importance of the Christian Home. 3. Marriage Before God. 4. "Till Death Do You Part." 5. Making a Success of Marriage. 6. Training Children in the Home. 7. Life in the Christian Home. 8. Make Your Home Christian.

The author's answer to his first question, *When Is the Home Christian?* gives the setting for this little gem. His answer: "Where there are children of God, born again through the Gospel of Christ, living for the glorification of God and the service to their fellow men, there indeed we have a Christian home. It is the Spirit of Christ in the individual people

who make up the household that make the home Christian. (1 Cor. 2:16; Phil. 2:4; 1 Peter 4:1.)"

The gem is polished by the emery of an understanding of the tensions of marriage, for example: "Of course, there are and will be times of strain and tension. We do not lose our sinful natures when we marry. There will be times when patience, when waning health, influences behavior. There will be struggles in periods of unemployment. . . financial and other burdens. . . . It is then that we are called upon to show humbleness of mind, forbearance, to forgive one another as Christ forgave us."

And its light falls directly on the crown of the Christian home, which the author rightly calls the children, and who, he says, should be *trained*: "Ever so many are accepting children with the minimum of responsibilty for their training and erroneously living as though their other pursuits are more important. . . . Christian parents should learn to teach obedience with the authority of God shining through all the time. They will agree on principles of Christian discipline which eventually will lead their children to Christian self-control and maturity."

L. H. W.

The Place of Method in Christian Education

By CLARA M. KEMLER
A. L. C. Board of Parish Education

(Conclusion)

The Doing Method

Conversation and Discussion. When the teaching procedure assumes the form of conversation and discussion we find the learners participating. Opinions are exchanged between pupil and teacher, and among the pupils. Wrong notions and concepts are corrected, the existence of which would otherwise not have been discovered. The learners begin to distinguish between divine authority and mere human opinion. They receive practice in cultivating a give-and-take attitude toward one another. They learn to respect the viewpoint of others where it does not conflict with Scripture, and timid and backward pupils are encouraged by this method.

This is a good method when the topic under discussion is kept within the area of the young people's thought and life. This method presupposes some background of knowledge. A class of junior boys and girls may well discuss standards of honesty, for they come face

to face daily with problems of cheating, and often face the temptation to lie. They can talk about fair play, or the treatment of classmates who differ from them in nationality or race. They may talk about why and how boys and girls should pray. They may with profit talk about the moral and ethical standards involved in Jacob's treatment of Esau, or in David's treatment at the hands of Saul. The Ten Commandments may be discussed. In fact, all the fundamental human problems met in the life of every normal boy and girl may be discussed, if it is kept within their experience. But it is a method which calls for skill on the part of the teacher. There may be aimless wandering and going far afield under a weak teacher. It may become a time-consuming method resulting in vague and indefinite conclusions. Children can not gain much Biblical knowledge by this method unless a wise teacher intersperses the discussion with telling, with supervised study and research for Biblical authority for statements made. This is a more logical method to use with more mature pupils, and a teacher who is able to guide the discussion into fruitful channels, and to supplement the discussion with telling or Bible references wherever it is necessary o desirable.

Projects or Activities

It is important that every par of the class session contributes t the religious learning that is going on at the time. Certainly, no unrelated activities should be dragge in just for the purpose of interesting the children and keeping them busy.

Many people have the mistaken notion that an activity or project must call for physical activity. They usually visualize paper cutting and pasting, or thoughtlessly coloring pictures as activity work. When a teacher introduces handwork, dramatic play, scrapbook making, or whatever the form of expression may be, she does so because that activity is necessary to carry out successfully the class purpose at that time.

Purposeful activity causes the learners to grow religiously by engaging them in plans which stimulate them to think, or feel, or act in more religious ways. The term project or activity really expresses a point of view rather than a special method. This point of view or principle describes teaching that helps children to grow through

carrying out worthy purposes which hey regard as their own. It may e the writing of a prayer, learning o read a psalm well for the wor- hip service, composing a litany, acking a box for a needy family, r inviting someone to come to unday school.

It is rather difficult to carry out roup projects in the brief weekly eriods of the Sunday church chool. There are the usual handi- aps of space, time, and equip- ient. However, resourceful teach- rs are succeeding in relating the ork of one Sunday to the next. or this purpose we see the ad- antage of having lesson material resented in units, in which several undays are given over to a par- cular theme or purpose. Another ay is to encourage children to rry out at home, work which is anned in the Sunday session. For is kind of teaching the vacation urch school offers an excellent portunity.

No teacher should do in a class ssion what a pupil can do. Pupil tivity spurs learning. A major oblem in our Christian teaching to help our pupils bridge the gap tween *knowing* and *doing*.

Memorization

In attempting to avoid the meth- s of the past which often require the mere memorizing of statements, quotations, and facts without ref- erence to the daily lives of the learners, many leaders in education went to the other extreme and re- quired little or nothing of the mem- ory. Only that which was immedi- ately useful and practical was con- sidered important. Not being ex- pected to remember what he was being taught, the pupils developed habits of inattention which later on made concentration difficult. Now the pendulum is swinging back and children, at a time when memorizing is easy, are again learn- ing things worth remembering be- cause of their permanent value.

Understanding Motivates

The great Psalms and promises, words of comfort and cheer, words of forgiveness and mercy, challeng- ing words from the lips of Jesus Christ and the apostles, choice hymns and poetry, should be mem- orized. Through them the Holy Spirit works.

Naturally, the better the learn- er understands and likes the ma- terial to be memorized, the easier the learning will be and the longer it will be retained. The sincere en- thusiasm of a teacher and a rea- sonable degree of understanding of the material to be learned, together with the use of the material in na-

tural situations, can influence children to learn almost anything.

The Visual Method

Good teaching employs the visual method. The pupils are helped to gain more accurate mental pictures for clearer thinking. This method is especially helpful in teaching the Bible. The ways of life in Bible times are far removed from the life of today. Pupils need the help afforded by flat pictures, projected pictures, maps, diagrams, objects, flannelgraph, and blackboard to give them correct and vivid conceptions of life in Bible times.

Much effort is going into the production of visual materials, which is evidence that the importance of visual methods is recognized.

Since it is a well-known fact that a very large part of our learning is done through the eyes, our church schools must provide visual helps for our teachers and demonstrate the use of them.

Aside from the usual things which come to our minds when visual aids are mentioned, we must not lose sight of the fact that the radiant countenance of a friendly teacher, and a room with its atmosphere of beauty, cleanliness, arrangement, and order, convey their messages through the eyes.

Just as there are visual aids s also there are visual distractions. am reminded of a group of pri mary children who met in th church kitchen. There were s many distracting elements, peopl coming in and out for a drink o water, ladies arranging flowers fo the altar, and other activities o similar nature, that the teache found it almost impossible to kee the attention of the children. Sh became greatly discouraged an asked to be relieved on the basis tha she could not discipline the chil dren. Her difficulty was not he inability to interest her childre but an inability to cope with th visual distractions which surround ed her class.

In conclusion, I would say that the methods that we use are by n means mutually exclusive. More often than not we should expect to see different methods in opera tion in the same session. A session may well consist of telling, discus sing, showing, and doing.

All of this discussion of aims, materials, and methods serves to point out the all-important place that is held by the Sunday church-school teacher. I am inclined to the opinion that the most crucial problem that faces Parish Education today is *Teacher Education.*